



**Institutional Partnerships Program  
Annual Progress Report<sup>1</sup>  
Due April 30, 2004**



## INTRODUCTION

USAID uses this material to report its development results to Congress. Your contribution of data is critical to Congress's understanding of development and the future funding of such programs. This information forms the basis of ALO's dissemination of partnership results to USAID and other donor organizations and is communicated throughout the higher education community.

**Partnership Title:** Kabul University and Purdue University Partnership for Capacity Human Building in Agriculture, Education, Engineering, and Technology Applied to Afghanistan Development

**Development Field/Sector:** Higher Education-Engineering/Agriculture/Education/Technology

**Lead U.S. Institution(s):** Purdue University

**Host Country(ies):** Afghanistan

**Lead Host Country Partner Institution(s):** Afghanistan Ministry of Higher Education and Kabul University

**U.S. Partnership Director(s):**  
Director: F.T. Sparrow  
Co-Directors: David Sammons  
Michael Dyrenfurth  
Miroslaw Skibniewski

**Host Country Partnership Director(s):**  
Director: Minister Sherief Fayez  
Co-Director: Chancellor M. Akbar Popal,  
Kabul University

**Host Country/Region USAID Mission Contact:** Robert Jimenez, Jim Bever

**Partnership Web Site (if any):** <http://engineering.purdue.edu/IIES/International/Afghanistan>

**Period Covered by this Report:** *October 1, 2003-March 31, 2004.* (If the partnership started after October 1, 2003, then please change the preceding date accordingly.)

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<sup>1</sup> Revised March 29, 2004

## INSTRUCTIONS

- As feasible, ensure that both the U.S. and overseas partners are involved in the writing of this report. It is the lead U.S. institution's responsibility to submit this report by the due date to ALO.
- Please include as much information as necessary to fully answer the questions. The boxes below expand.
- Mail or e-mail the completed report to your primary contact at ALO by April 30, 2004.
- Share a copy of this report with the appropriate person(s) at the host country USAID Mission.

## QUALITATIVE ANALYSIS

1.	<p>In <u>one or two sentences</u>, state the overall objective of this higher education partnership and its intended development results.</p> <ul style="list-style-type: none"><li>- The overall objective is establish a rapid training capacity at Kabul's institutions of higher learning in order to generate an immediate flow of skilled workers and trainers into Afghanistan's rebuilding effort and to partner with Kabul University to strengthen the undergraduate curriculum in the subject areas.</li></ul>
2.	<p>In approximately <u>200 words</u>, describe the development issue(s) the partnership addresses and the most noteworthy development outcomes that have occurred during the reporting period, whether intended or unintended, and their significance.</p> <ul style="list-style-type: none"><li>- The successful training program for three Kabul University administrators/faculty held in late January/early February 2004. The objective of the 3-week session (see attachment) was to familiarize these participants with recent developments in the use of computers in the classroom, as well as the use of Distance Learning (DL) techniques in our four DL laboratories in Kabul.</li><li>- Purdue Agriculture professors (McNamara and Sammons) have consulted with professors on the Faculty of Agriculture and the Dean of the Faculty at Kabul University (June 2003 visit to Kabul) on curriculum issues. A draft proposal to modernize the curriculum through consolidation of curriculum into three tracks (crop science, animal science, farm management) has been developed as a result of these consultations. A marketing/entrepreneurship component would be a thread through the entire curriculum as proposed. This proposal, developed in consultation with the faculty at Kabul University, is under consideration at Kabul University at present. The goal of the modernization effort is to position graduates from the Faculty of Agriculture to be more competitive in the agricultural sector and better equipped to contribute to agricultural development in Afghanistan.</li></ul>

3.	<p>What activities have the partner institutions undertaken during this reporting period to achieve the stated partnership objectives and development outcomes?</p> <ul style="list-style-type: none"> <li>- Purdue University's School of Education held a training program at Purdue on curriculum development and distance learning from January 20-February 5, 2004, for three Kabul faculty members: Issa Mahmodi, Faculty of Engineering, IT Center for Kabul University; Amanullah Faqiri, Deputy Chancellor, Kabul Polytechnics, Faculty of Construction; and Abdul Kahdistani, University of Education. A fourth candidate, Ahmad Jawid, Faculty of Engineering, Kabul University, was unable to obtain his U.S. visa in time to attend our course.</li> <li>- Kevin McNamara, School of Agriculture, trip to Afghanistan in March 2004 – the purpose of this trip was to identify resources for Purdue's School of Agriculture to continue to work with the Faculty of Agriculture at Kabul University; worked with the Faculty's staff related to curriculum and the research farm to identify resources to support further efforts. Also checked on the computer labs in agriculture and engineering, and met with our contact at the USAID Mission in Kabul, Robert Jimenez.</li> <li>- Textbook drive and the donation of 60 additional computers for the Kabul computer laboratories was undertaken; in addition, four laptops were donated for the professors who attended the workshop at Purdue in January/February. These are expected to be shipped from Purdue to Oakland, CA, during May 2004, and from there to the Afghan Center in Kabul, Afghanistan.</li> <li>- Dr. David Sammons, an ICARDA (International Center for Agricultural Research in the Dry Areas) Board of Trustees member, participated in the Trustees meeting at ICARDA headquarters in Tel Hadya, Syria during the period April 18 to 24, 2004. Also in attendance was Dr. Nasrat Wassimi, Afghanistan Program Director for ICARDA. Dr. Sammons and Dr. Wassimi informally discussed the Purdue/ALO efforts at Kabul University during the Board meeting, noting the reluctance of USAID to invest in agricultural higher education as a significant impediment to further development of the agricultural sector.</li> </ul>
4.	<p>How have these activities benefited (or will they ultimately benefit) the U.S. institution(s). How have they benefited the community surrounding the U.S. institution(s)?</p> <ul style="list-style-type: none"> <li>- Purdue University is quite proud of the fact that its foreign student enrollment is larger than any other university in the United States. Being a land grant college, service (or as we call it, engagement) is viewed as equal to teaching and research in our mission, particularly service which has an international component, given our recent emphasis on the international nature of our service responsibilities. Thus, the opportunity for our professors and employees to work together to help rebuild Afghanistan's system of higher education in this project is quite consistent with our institution's goals; success with this project will further our stated goals, as well as broaden the perspectives of the direct participants in the project.</li> <li>- The exposure of Purdue faculty, particularly in the School of Education, to the real situation in the Kabul university system through interaction with our 3 visitors in January/February will have a lasting impact on their research and teaching interests.</li> </ul>
5.	<p>List other collaborating U.S. institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, other higher education institutions, etc.) and describe their involvement in partnership activities during this reporting period.</p> <ul style="list-style-type: none"> <li>- The Afghan Center in Oakland, California, as part of the Denton Program, provided free transportation and shipment of computers and books to Kabul. The Center generously offered to transport for no charge our computers and books to Kabul in one of their partly filled containers. One shipment arrived in October 2003, and another is being arranged for May 2004.</li> <li>- Our project in the School of Agriculture has benefited by cooperation with the International Center for Agricultural Research in the Dry Areas (ICARDA), which has significant activity in Afghanistan and maintains a presence in Kabul. The Director of the Kabul office, Dr. Nasrat Wassimi, is in regular contact with Dr. McNamara and Dr. Sammons. (See item 3 above for further specifics.)</li> </ul>

6.	<p>How have these activities contributed to (or do you anticipate will contribute to) development in the host country?</p> <ul style="list-style-type: none"> <li>- No nation can be truly self sufficient without a functioning system of higher education. Afghanistan's system, decimated by years of conflict, requires massive help in rebuilding both the system's physical and human capital stock. Hopefully, this activity will be the initial investment the U.S. will make in what will be a multi-decade commitment to the rebuilding process by our country.</li> </ul>
7.	<p>List other collaborating host country institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, other higher education institutions, etc.) and describe their involvement in partnership activities during this reporting period.</p> <ul style="list-style-type: none"> <li>- The Afghan Center in Kabul assists in the delivery and transportation of the donated books and computers from Purdue University.</li> <li>- Local labor and local contractors were hired to carry out the refurbishing of the four classrooms that will serve as the DL centers for our project. This was made possible by Dr. Baha's visit in August 2003, where, with his knowledge of the local workforce, he was able to hire workers directly, rather than go through a foreign based NGO, allowing the work to be done at a much lower cost.</li> <li>- The Ministry of Higher Education continues to support our efforts and the Kabul university system sent three faculty members to Purdue for training in January-February, 2004.</li> <li>- Through our association with ICARDA office in Kabul, we have been able to access current information about the progress of agricultural development in Afghanistan and to explore further avenues for future activity in the sector.</li> </ul>
8.	<p>How has your partnership strengthened host country higher education institutions during this reporting period?</p> <ul style="list-style-type: none"> <li>- This is the whole purpose of our work; everything we do is aimed at strengthening Afghanistan's system of Higher Education.</li> </ul>
9.	<p>Has your partnership informed <i>policy</i> at the institutional, community or national levels in the host country through policy relevant research consultations, analysis, advice and/or direct assistance? (e.g., helped increase the enrollment or participation of underserved students, adopted a policy of service to the community etc.) If YES, fully describe:</p> <ul style="list-style-type: none"> <li>- Professors Zarjon Baha (School of Technology) and Abdelfattah Y.M. Nour (School of Veterinary Medicine) were invited to give presentations in Japan in February-March 2004. This trip was a recognition of Purdue University's active involvement in the building of Afghanistan Higher Education institutions. The conference was held at the Tokyo University of Agriculture and Technology and was sponsored by UNESCO. In addition to the two professors from the USA there were two professors from Germany and three Deans and three professors from the schools of Agriculture, Engineering, and Veterinary Medicine of Kabul University. Other participants were from several universities of Japan, international graduate students, and concerned public audience.</li> <li>- The final outcome of the conference was to establish an international network of all concerned institutions that are involved in helping Afghanistan higher education system. The ultimate goal will be to form a consortium of the interested institutions so that joint projects will be carried through a coordinated effort. This accomplishment could have not realized without the help ALO funding for our team here at Purdue University.</li> <li>- Note that our discussions with the Faculty of Agriculture relative to curriculum issues may have a future impact on approaches to agricultural higher education. The Minister of Higher Education is aware of this work and, in conversations with Dr. McNamara, is supportive.</li> </ul>

10.	<p>Has your partnership conducted collaborative <i>research</i> during this reporting period to address a development problem in the host country?</p> <p>If YES, fully describe:</p> <ul style="list-style-type: none"> <li>- Not in the academic sense of work of the type that would appear in scholarly journals.</li> </ul>
11.	<p>Has your partnership adapted <i>curricula</i> or introduced methods of instruction relevant to host-country development needs during this reporting period?</p> <p>If YES, fully describe:</p> <ul style="list-style-type: none"> <li>- Curriculum development was emphasized during our training program at Purdue in January and February.</li> <li>- We have gathered some textbooks and course syllabi at Purdue University and will be shipping them to California and then to Kabul to help implement the curriculum that was developed during Zarjon Baha's and Charles Kline's trip last August for the school of Engineering of Kabul University</li> <li>- Note comments above about curriculum modernization within the Faculty of Agriculture. The goal has been to reform the curriculum to better prepare graduates for active roles in the agricultural sector following graduation. Changes, under discussion, have not yet been adopted.</li> </ul>
12.	<p>Has your partnership undertaken activities to prepare individuals to participate in the host country's <i>workforce</i>? If YES, do some of these efforts target underserved or disadvantaged groups?</p> <p>Please fully describe:</p> <p>As we reported in the last progress report, one of the objectives of the curriculum reform thrust described above was to revamp the curriculum to make it more responsive to the needs of the various infrastructure rebuilding projects now underway in Afghanistan. Without such a skilled workforce, Afghanistan would remain dependent upon workers from other countries to carry out the rebuilding process.</p> <p>Our efforts have been aimed at four distinct rebuilding personnel needs:</p> <ol style="list-style-type: none"> <li>(1) <u>Engineers</u> to help design and rebuild the physical infrastructure of Afghanistan's economy.</li> <li>(2) <u>Agricultural specialists</u> to help move the country towards food self-sufficiency.</li> <li>(3) <u>Technologists</u> to help direct and carry out the infrastructure rebuilding process.</li> <li>(4) <u>Educators</u> to teach the teachers that are so needed in the country's secondary education system.</li> </ol> <p>This period, a new initiative directed by Purdue's School of Education personnel will, if funded, focus on the retraining of women to help Afghanistan rebuild its workforce (see below, Section 13).</p>

13.	<p>Has your partnership been involved in <i>community outreach</i> activities in the host country during this reporting period?</p> <p>If YES, fully describe:</p> <ul style="list-style-type: none"> <li>- Several faculty from education and technology submitted a grant in January 2004 that involved a partnership between Purdue University, the League of Women Voters (national, state, and local chapters), and the Women's Development Centers in Afghanistan. The focus of this project will be on developing the capacity of women for leadership, digital literacy, and civic engagement. It will involve 3 exchange visits: the first one of the project team to Afghanistan for a needs assessment, the second of Afghan women to the United States for training and development, and the third of the project team to Afghanistan for follow-up support and additional training. Amount requested is \$217,121 over 18 months.</li> <li>- Contact was established with the Minister of Women Affairs to prepare the above proposal.</li> </ul> <p><i>Community outreach programs forthcoming (in U.S.):</i></p> <ul style="list-style-type: none"> <li>- Dr. McNamara is also going to speak on Afghanistan agriculture at Purdue's Top Farmer Workshop in July 2004.</li> <li>- Dr. Kevin McNamara has agreed to speak to the Purdue Women's Club about his work in Afghanistan later this year (tentatively scheduled for Fall 2004).</li> </ul>
14.	<p>Has your partnership been involved in building the host country's <i>trade capacity</i> during this reporting period?</p> <p>If YES, fully describe:</p> <ul style="list-style-type: none"> <li>- It is hoped that the success of our higher education rebuilding project would lead to a stream of graduates who could help develop export markets for Afghanistan goods, but this is pretty far down the road.</li> </ul>

15.	<p>Have there been any <i>synergies, serendipities, or human interest stories</i> for the partnership during this reporting period?</p> <p>If YES, fully describe:</p> <ul style="list-style-type: none"> <li>- It took several days to find the telephone number for the Minister of Women Affairs and then few days to get connected. It was to our surprise that the Ministry does not have a functional fax or e-mail facilities.</li> <li>- As a result of the Purdue workshop experience in January-February, 10-12 education graduate students and 1-2 education undergraduate students at Purdue had the opportunity to experience designing and delivering instruction to a diverse audience much different from what these students are used to. This diverse experience presented these current and future educators with both challenges and successes as they sought to deliver instruction that was both comprehensible and meaningful to the Afghan faculty, all of whom had a wide range of technological and English language skills. In Indiana, students are not given the opportunity to consistently work with such a diverse audience, and this real-world experience was very meaningful for them, both personally and professionally.</li> <li>- Issa Mahmodi, who attended the Purdue January/February 2004 training workshop, has applied to Purdue's School of Civil Engineering graduate program. He still has two documents to submit for his application; once these are received, he will be accepted and will work under the direction of Professor Kumares Sinha.</li> <li>- Serendipity: The appointment of Dr. Sammons to the Board of Trustees of ICARDA was unexpected at the outset of the ALO-funded activity but has turned out to be an important source of continuing contact with the agricultural sector in Afghanistan. This contact, in addition to providing us with a good on-the-ground source of information about the status of agriculture in the country, has also opened the doors for potential future activity as a follow-on to the current project.</li> </ul>
16.	<p>What <i>challenges</i> has your partnership encountered in carrying out its planned activities during this reporting period?</p> <p>As mentioned in our last progress report, the two single biggest challenges have been and still remain:</p> <ol style="list-style-type: none"> <li>1. The increasingly difficult task of obtaining visas and clearances for our Afghanistan visitors to the U.S. Additional State Department requirements arose for this training program, including required trips to Islamabad, Pakistan, for visa interviews. We were originally to have a training program in December 2003, but due to delays in the visa process, it was postponed to January 2004. In addition, due to these bureaucratic visa requirements, Chancellor Popal of Kabul University declined our invitation to visit Purdue in the Fall 2003.</li> <li>2. The increasingly expensive cost of moving U.S. equipment to Afghanistan.</li> </ol>
17.	<p>Outline your partnership's <i>planned activities</i> for the next six months, paying particular attention to achieving stated objectives:</p> <p>The activities for the next six months will be concentrated in two areas.</p> <ol style="list-style-type: none"> <li>1. Using the remaining resources to finish up equipping and staffing the four DL labs we have created at Kabul's three universities.</li> <li>2. Insuring that the new grant from ALO, aimed at helping develop work force training capabilities at educational institutions outside Kabul, will take full advantage of the progress made, and knowledge gained, during the course of this grant.</li> </ol>

## QUANTITATIVE ANALYSIS

		<b>This period</b> (October 1, 2003 - March 31, 2004)	<b>Since beginning of ALO funding</b>
1.	How many exchanges has the partnership supported for host country participants?	Faculty: 3 Undergraduate Students: Graduate Students: Administrators: Others: TOTAL: 3	Faculty: 7 Undergraduate Students: Graduate Students: Administrators: Others: TOTAL: 7
	Describe the nature and duration of the exchange(s):  - Purdue training program at Purdue University, January 20-February 5, 2004.		
2.	How many exchanges has the partnership supported for U.S. participants?	Faculty: 1 Undergraduate Students: Graduate Students: Administrators: Others: TOTAL:	Faculty: 6 Undergraduate Students: Graduate Students:1 Administrators: Others: TOTAL: 7
	Describe the nature, location, and duration of the exchange(s):  - Kevin McNamara from the School of Agriculture to Kabul March 2004 (1 week).		
3.	How many internships has the partnership supported?	Faculty: Undergraduate Students: Graduate Students: Administrators: Others: TOTAL:	Faculty: Undergraduate Students: Graduate Students Administrators: Others: TOTAL:
	Describe the nature, location, and duration of the internship(s):  - None to date.		
4.	Approximately how many host country nationals have been trained (formally/informally, short-term/long-term) through partnership activities (e.g., degree programs, certificate programs, seminars, workshops, extension days, etc.)?	Females: Males: TOTAL:	Females: 5 Males: 27 TOTAL: 32
	Describe the nature, location, and duration of the training:		
5.	How many times has your partnership consulted/collaborated with a host country government entity/organization?	Ongoing conversations with Minister of Higher Education, Sherief Fayez; contact this period with the Minister of Women Affairs	



		<b>This period</b> (October 1, 2003 - March 31, 2004)	<b>Since beginning of ALO funding</b>
	List and describe the nature of these consultations/collaborations: <ul style="list-style-type: none"> <li>- Kevin McNamara met with the Minister of Higher Education during his visit to Kabul in March 2004, to discuss what had been done in the Faculty of Agriculture.</li> <li>- Faculty from the Schools of Education and Technology at Purdue were in contact with the Minister of Women Affairs to prepare a proposal for helping women centers in Afghanistan.</li> </ul>		
6.	How many times has your partnership participated in host country government-sponsored panels and/or any other initiatives to inform policy within the host country?	?	5
	List and describe the nature of participation in the panels and/or initiatives: <ul style="list-style-type: none"> <li>- Professors Nour and Baha attended a one-week conference in Tokyo, Japan, in February-March 2004. The main show at the conference was a symposium where the two Purdue professors served on the panel. Each panelist made a presentation and then the floor was open for questions. In this gathering there were participants from the public and media. Instantaneous translation was made from Japanese to English and vice versa. Dr. Baha presented and updated the audience on Purdue's project with Afghanistan. Dr. Nour presented the technique of one of his courses via electronic media and how it could be applied to Afghanistan.</li> </ul>		
7.	How many new degree programs has your partnership established?		
	Please indicate the type of degree(s) (e.g., AAs, BAs, MAs, MSs, PhDs), the field(s), and describe the program(s): <ul style="list-style-type: none"> <li>- None to date.</li> </ul>		
8.	Has your partnership contributed or leveraged contributions other than cost-share, beyond what was originally proposed, to strengthen the capacity of host country higher education institutions?	Estimated total dollar amount:  \$10,000	Estimated total dollar amount:  \$23,000
	List separately and estimate dollar amounts <ul style="list-style-type: none"> <li>- Value of first shipment of computers and books was estimated at \$8,000. Current shipment of books and computers is valued at \$10,000.</li> <li>- Agriculture contributed an additional contribution of \$5,000 in the last reporting period. No additional contributions this period.</li> </ul>		

**If you have any additional information or comments about your partnership that you would like to share, please do so here:**

Afghanistan training schedule: **January 20 – February 5, 2004**

<b>Time</b>	<b>Jan 19 (Mon)</b>	<b>Day 1 – Jan 20 (Tue)</b>	<b>Day 2 – Jan 21 (Wed)</b>	<b>Day 3 – Jan 22 (Thr)</b>	<b>Day 4 – Jan 23 (Fri)</b>
<b>8:30-noon</b>	Martin Luther King, Jr. Day  <b>No training</b>	Explore labs, machines, and software Set up laptops and other hardware Digital pictures and background information Tour SOE Technology resource center and developmental and distance ed labs Computer systems(ITTL ch3) MS Windows (B <sup>3</sup> ch1) Use of help feature	Discussion of the basics of Word processing Examples of word processing as assistant and as a teaching tool Use of Internet materials with word processing WP (B <sup>3</sup> ch2 lev.1) WP (B <sup>3</sup> ch2 lev.2)	Use of graphics and digital media within word processed documents Development of basic teaching materials with the word processor WP (B <sup>3</sup> ch2 lev.3) with adapted situations	Discussion of the basics of spreadsheets Examples of spreadsheets integrated within teaching Internet training on learning and integrating spreadsheets SS (B <sup>3</sup> ch3 lev.1) SS (B <sup>3</sup> ch3 lev. 2)
<b>1:30 – 3:30</b>	<b>No training</b>	Introduction and overview of the training Review of EDCI 270 course content, instructional activities, and strategies Training goals of Purdue and Afghan participants Discussion on Training the trainer model and outcomes of the training course.	Learning and technology (ITTL ch1) Basics of classroom technology integration Use of word processing as an assistant by both teacher and student Use of word processing as a learning tool Internet search techniques Finding content and examples on the web	Word processing in the Afghanistan classroom Potential methods of integrating across subject matter and curricula Potential projects to use with colleagues and students Development of an outline for Afghan training Development of basic principles of Afghan integration	Discussion of application of SS within teaching/learning situations (B <sup>3</sup> ch3 lev.3) Review examples of applications of SS Review level 3 scenarios and develop one based on Afghan school/business setting (note: incorporate work with curriculum advisors) Discuss weekend assignment*
<b>4:00 – 5:30</b>	<b>No training</b>	Tour of campus	Meet with curriculum advisors	Meet with curriculum advisors	Meet with Dean of Education Discuss goals of SOE, new strategic plan, vision of partnership

\* Weekend assignment: Review chapters 1-3 of B<sup>3</sup>. Edit and change those chapters so they can be used within their Afghan teaching environment.

Time	Day 5 – Jan 26 (Mon)	Day 6 – Jan 27 (Tue)	Day 7 – Jan 28 (Wed)	Day 8 – Jan 29 (Thr)	Day 9 – Jan 30 (Fri)
<b>8:30-noon</b>	Discussion of the basics of database management Examples of databases integrated within teaching DB (B <sup>3</sup> ch4 lev.1) DB (B <sup>3</sup> ch4 lev.2) Observe EDCI 270 lecture	Discussion of the basics of PowerPoint Examples of presentation software within teaching PPT (B <sup>3</sup> ch5 lev.1) PPT (B <sup>3</sup> ch5 lev.2)	Use of video and audio within PPT presentations Discussion and examples of PPT with Producer Practice using Producer with PPT	Project to design and develop individualized instructional materials using PPT	Discussion of the basics of Web editors Web (B <sup>3</sup> ch6 lev.1) Web (B <sup>3</sup> ch6 lev.2)
<b>1:30 – 3:30</b>	Review of weekend assignment Discussion of application of databases within teaching/learning situations (B <sup>3</sup> ch4 lev.3) Advanced Internet search techniques – finding relevant instructional materials on the web	Discussion of the design of technology enhanced instructional materials (ITTL ch4) Discussion of the process of instructional material evaluation (ITTL ch10)	Visit and observe EDCI 270 labs Use of PPT to develop learning tutorials (B <sup>3</sup> ch5 lev.3) Project to design and develop individualized instructional materials using PPT based on Afghan relevant content	Project to design and develop individualized instructional materials using PPT	Examples of educational web sites Examples of Web learning sites (e.g., WebQuests) Discuss weekend assignment*
<b>4:00 – 5:30</b>	Meet with curriculum advisors	Meet with curriculum advisors			
<b>6:00 – 7:30</b>			Distance Ed (Tim F.) Helping students learn at a distance, administrative issues	Distance Ed (Tim F.) Helping students learn at a distance, administrative issues	

\* Weekend assignment: Review chapters 4-6 of B<sup>3</sup>. Edit and change those chapters so they can be used within their Afghan teaching environment. Additionally, time should be spent on completing the PPT project.

Time	Day 10 – Feb 2 (Mon)	Day 11 – Feb 3 (Tue)	Day 12 – Feb 4 (Wed)	Day 13 – Feb 5 (Thr)	Feb 6 (Fri)
<b>8:30-noon</b>	Discussion on developing your own educational web site Development of a WebQuest	Visit: IU - Bloomington College of Education Visit: IUPUI and Indianapolis	Issues of technology integration in Afghanistan Overcoming barriers to learning within Afghanistan	Discussion of the visits, use of VisionQuest software	Departure from Purdue
<b>1:30 – 3:30</b>	Review of weekend assignment Discussion of PPT individualized instructional materials Discussion Issues of distance education Discussion boards / WebCT/Vista (“visit” EDCI 675)		Visit to McCutcheon High School to see “typical” technology integration. Discuss diversity issues and challenges within Afghanistan with honors English class	Training wrap up and evaluation Final discussions on technology integration in Afghanistan	
<b>4:00 – 5:30</b>	Meet with curriculum advisors		Meet with curriculum advisors		

Revised 1/30/04

Time	Day 10 – Feb 2 (Mon)	Day 11 – Feb 3 (Tue)	Day 12 – Feb 4 (Wed)	Day 13 – Feb 5 (Thr)	Feb 6 (Fri)
<b>8:30-noon</b>	Incorporating video into PPT Review and design of WebQuest materials Review of weekend assignment EDCI 270	Jan Cowan IUPUI – AutoCad and Architect	Discussion Issues of distance education Discussion boards / WebCT/Vista (“visit” EDCI 675) Software review of donated course material	Discussion of the visits, use of VisionQuest software	Departure from Purdue
<b>1:30 – 3:30</b>	Discussion of PPT individualized instructional materials 2:30 – 3:45 – Tim Frye Distance Ed	Visit to McCutcheon High School to see “typical” technology integration, tour, discussion with Honors English class	Instructional Design and implementation issues (ITTL chp 4)  Final interviews – Krista	Training wrap up and evaluation Final discussions on technology integration in Afghanistan	
<b>4:00 – 5:30</b>	Meet with curriculum advisors	Dinner at Newby’s	Meet with curriculum advisors		
<b>Evening</b>	Dinner at Sinha’s				